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A self-study which presents and analyzes the results of a survey of the last 10 graduating classes (1950–59). The report includes statistics on those students continuing college in a degree-granting institution and lists the institutions to which they have transferred. Although transfers from Pine Manor to other colleges ranged from failure to making Phi Beta Kappa, 66.9 percent of the Pine Manor students covered by the survey graduated with the degree they sought.

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PINE MANOR BULLETIN

THE PINE MANOR GRADUATE

A Statistical Study of

Ten Classes

1950-1959

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
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PINE MANOR JUNIOR COLLEGE
Wellesley 81, Massachusetts

THE PINE MANOR GRADUATE

A Statistical Study of Ten Classes

ONE WAY FOR A COLLEGE to evaluate the success of its program is to look at its graduates. In this pamphlet Pine Manor Junior College attempts such a self-study by presenting and analyzing the results of a survey of the last ten graduating classes (1950-1959).

Readers who are already quite familiar with the college may decide to start with the table below and then skim the ensuing text. Others needing more background information before statistics make much sense may prefer to look at the chart as it is referred to in the rest of the pamphlet.

TABLE I—TEN-YEAR RECORD OF PINE MANOR GRADUATES

		'50	'51	'52	'53	'54	First Five Years	'55	'56	'57	'58	'59	Second Five Years	Ten Years '50-'59
I. Graduates: 1950-1959	No.	109	95	70	57	67	398	75	91	78	98	76	418	816
II. Replies to Questionnaire	No.	96	80	69	57	65	367	74	86	77	95	73	405	772
	%						92.2						96.9	94.6
III. Graduates Continuing Formal Study	No.	70	57	56	38	54	275	60	72	68	84	60	344	619
	%	72.9	71.3	81.2	66.7	83.1	74.9	81.1	83.7	88.3	88.4	82.2	84.9	80.2
A. Transfers to Colleges and Universities[1]	No.	54	47	42	33	40	216	48	57	49	58	48	260	476
	%	56.2	58.8	60.9	57.9	61.6	58.8	64.9	66.3	63.6	61.0	65.8	64.2	61.7
B. Transfers to Specialized Institutions	No.	16	10	14	5	14	59	12	15	19	26	12	84	143
	%	16.7	12.5	20.3	8.8	21.5	16.1	16.2	17.4	24.7	27.4	16.4	20.7	18.5
IV. Graduates Not Continuing Formal Study	No.	26	23	13	19	11	92	14	14	9	11	13	61	153
	%	27.1	28.7	18.8	33.3	16.9	25.1	18.9	16.3	11.7	11.6	17.8	15.1	19.8

[1] Includes eight degree granting specialized schools and four approved third year bachelor's-degree-level programs.

NOTE: All percentages in items III and IV (and hereafter in the text) are based upon total number of replies (as noted in item II).

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THE PINE MANOR GRADUATE: Her Choices

The Pine Manor graduate leaves the college with ten academic courses and sixty credits behind her. She has chosen these courses from a liberal arts curriculum which is similar to that available to freshmen and sophomores at a senior college. This program is designed to serve three purposes:

1. To provide two challenging years of college study for the student who wishes to conclude her formal education after graduation from Pine Manor;
2. To provide a general foundation for professional study after graduation from Pine Manor;
3. To provide a degree-credit program which may be transferred toward a bachelor's degree from a senior college or university.

It would be hard to say how many of the 816 graduates of the past ten years entered the college with a clear idea of what they would do after graduation. Probably most of them were uncertain and made their final decision during their attendance here. The point is that entry into the Pine Manor program precluded nothing. For nearly two more years each student still had three choices open to her: transfer to a senior college, specialized education, or the termination of her formal study with the receipt of a diploma.

THE PINE MANOR GRADUATE: Continuation of Her Formal Education

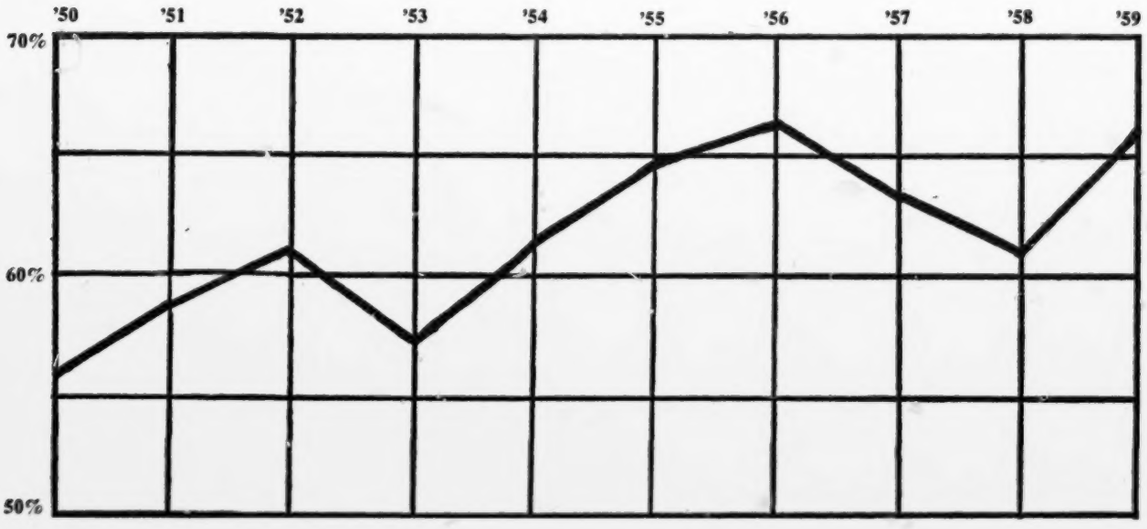
What is there at Pine Manor which has sent forth between 81.1% and 88.4% of the graduates in the last five classes to gain further formal education? Perhaps it is this college's conception of its role. Liberal arts study at Pine Manor is offered as a beginning rather than as an end in itself. One of the purposes of the curriculum is to arouse intellectual curiosity; another is to provide an academic program of high caliber which will enable a girl to pursue more advanced study without difficulty if she chooses to do so. That the program has been increasingly successful in this way is shown by the rise in the percentage of graduates seeking further education. For the classes of 1950-1954 it averaged 74.9%; for the classes of 1955-1959 it averaged 84.9%. (See Table I for detailed statistics.)

Let us now turn to an analysis of where these Pine Manor graduates have gone for further study. Since the larger proportion of them have become upperclassmen at colleges and universities, this group is discussed first.

THE PINE MANOR GRADUATE: As a College Transfer

Of the class of 1950, 56.2% went on to colleges and universities; ten years later (class of 1959) this percentage had risen to 65.8%. The graph on the following page shows this increase in detail.

TABLE II—PERCENTAGE OF TRANSFERS TO COLLEGES AND UNIVERSITIES



Over these ten years Pine Manor graduates have transferred to 134 colleges, universities, degree-granting specialized schools, and degree-credit third-year programs. The names of these institutions appear below with the number of students who attended each of them during this period. They have been listed geographically because many graduates have tended to "go home" for their degree. Since approximately 80% of Pine Manor's students have come from outside New England, this practice results in a wide scattering when they transfer.

NEW ENGLAND

Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont

	Students
Albertus Magnus College	1
Boston University	20
Bridgeport, University of	2
Colby College	1
Connecticut College	9
Emerson College	1
Hartford Art School	1
Maine, University of	3
Massachusetts, University of	2
Mount Holyoke College	10
New England Conservatory of Music	1
New Hampshire, University of	1
Pine Manor Junior College (third-year nursery-school-training program, discontinued in 1956)	8[1]
Radcliffe College	1
Rhode Island School of Design	4
Salve Regina College	1
Smith College	3
Tufts University	14
Vermont, University of	1
Wellesley College	2
Wheaton College	3
Wheelock College	3
Yale University	3
Total	95

MIDDLE ATLANTIC

Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania

	Students
Adelphi College	1
Bard College	2
Barnard College	9
Beaver College	1
Buffalo, University of	1
Cedar Crest College	1
Chatham College	2
Child Education Foundation	2
Columbia University	13
Cornell University	3
Delaware, University of	1

[1] Four of these students also appear in this list with the institutions from which they later received degrees.

	Students
Drew University	1
Elmira College	1
Finch College	7
George Washington University	2
Georgetown University	1
Goucher College	3
Hood College	1
Johns Hopkins University	1
Keuka College	1
Maryland Institute of Art	2
Maryland, University of	2
New York University	1
Pennsylvania State University	2
Pennsylvania, University of	3
Pittsburgh, University of	1
Rochester, University of	1
Russell Sage College	2
Sarah Lawrence College	5
Skidmore College	7
Syracuse University	3
Temple University	1
Vassar College	3
Wells College	1
Total	88

SOUTH

Alabama, Florida, Georgia, Kentucky, Louisiana, North Carolina, Oklahoma, Tennessee, Texas, Virginia, West Virginia

Alabama, University of	1
Emory University	2
Florida, University of	1
George Peabody College for Teachers	1
Georgia, University of	1
Hollins College	4
Houston, University of	3
Kentucky, University of	1
Loyola University (Louisiana)	1
Mary Baldwin College	1
Mary Washington College	3
Miami, University of	3
North Carolina. University of	33
Oglethorpe University	1
Oklahoma, University of	2
Phillips University	1
Randolph-Macon Woman's College	7
Rice Institute	1
Sophie Newcomb College	4
Southern Methodist University	5
Sweet Briar College	10
Texas, University of	14
Vanderbilt University	4
West Virginia University	1
Total	105

CENTRAL

Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, Ohio, Wisconsin

	Students
Barat College of the Sacred Heart	1
Butler University	1
Carleton College	1
Chicago, University of	1
Cincinnati, University of	1
Cranbrooke Institute of Art	1
Denison University	3
Detroit, University of	1
Drake University	1
Eastern Michigan College	1
Hope College	1
Illinois, University of	1
Indiana, University of	2
Iowa, State University of	1
Kansas, University of	4
Miami University (Ohio)	1
Michigan State University	3
Michigan, University of	16
Minnesota, University of	13
National College of Education	7
Nebraska, University of	2
Northwestern University	25
Ohio State University	1
Ohio Wesleyan University	1
Rosary College	1
St. Theresa, College of (Minnesota)	1
Washington University	1
Western Reserve University	1
Wisconsin, University of	14
Wittenberg College	1
Total	109

WEST

Arizona, California, Colorado, Idaho, Nevada, Oregon, Utah

Arizona, University of	8
California, University of	26
College of the Pacific	1
Colorado College	1
Colorado, University of	9
Idaho, University of	1
Mills College	2
Nevada, University of	1
Oregon, University of	1
Pomona College	1
Scripps College	1
Southern California, University of	5
Stanford University	3
Utah, University of	1
Total	61

FOREIGN

Belgium, Canada, France, Italy, Mexico, Spain, Switzerland

	Students
Alliance Française (Paris)	1
Catholic University of Louvain	1
Geneva, University of	1
Lausanne, University of	2
McGill University	2
Madrid, University of	1
Mexico, University of	2
Reid Hall (Paris)	16[1]
Villa Mercede (Florence)	1
Total	27

[1] Five of these students also appear in this list with the institutions from which they later received degrees.

THE PINE MANOR GRADUATE: Her Success as a Transfer

How well have the transfers done at these colleges? Individually they have run the gamut from academic failure to making Phi Beta Kappa. As a group they are, happily, more predictable; 66.9% of them have graduated with the degree they sought. Because accurate national figures do not exist concerning the drop-out rate in the last two years of college, it is hard to compare this percentage with that of students who began at senior colleges. Marriage takes its toll, as it does among upperclassmen anywhere, and accounts for the largest percentage of withdrawals. However, it seems clear that, with only 2.7% of our transfers dropping out for academic reasons, their educational preparation has been sound.

	Number	Percentage of Transfers	Percentage of Pine Manor Graduates
Degrees, 1950-1957	242	66.9[1]	40.6[2]
Academic Withdrawals, 1950-1959	13	2.7	1.7

[1] Based on 364 replies from the classes of 1950 through 1957 (or 98.4% of those attending degree-level institutions) minus two students still attending.

[2] Based on 598 total replies from eight classes minus two students still attending.

It is significant that the more demanding the college to which a girl transfers, the more likely she is to graduate. Let us consider, for example, the Pine Manor transfers to the "Seven Sister" colleges.

College	Number of Transfers	Number Gaining Degrees or Still Attending	Percentage Gaining Degrees or Still Attending
Barnard	9	7	77.7%
Bryn Mawr (no transfers, 1950-1959)			
Mount Holyoke	10	10	100.0%
Radcliffe	1	1	100.0%
Smith	3	3	100.0%
Vassar	3	3	100.0%
Wellesley	2	2	100.0%
Total	28	26	92.9%

Since this group represents only about 6% of the 474 students who transferred and since these girls would generally be the stronger students in their classes, it may be helpful to provide information on another group of transfer students representing more of a cross-section of the graduate group. The colleges listed below are the five that have enrolled the largest number of our graduates over the past ten years.

College	Number of Transfers	Number Gaining Degrees or Still Attending	Percentage Gaining Degrees or Still Attending
University of North Carolina	33	25	75.8%
University of California	26	18	69.2%
Northwestern University	25	12	48.0%
Boston University	20	18	90.0%
University of Michigan	16	15	93.8%
Total	120	88	73.3%

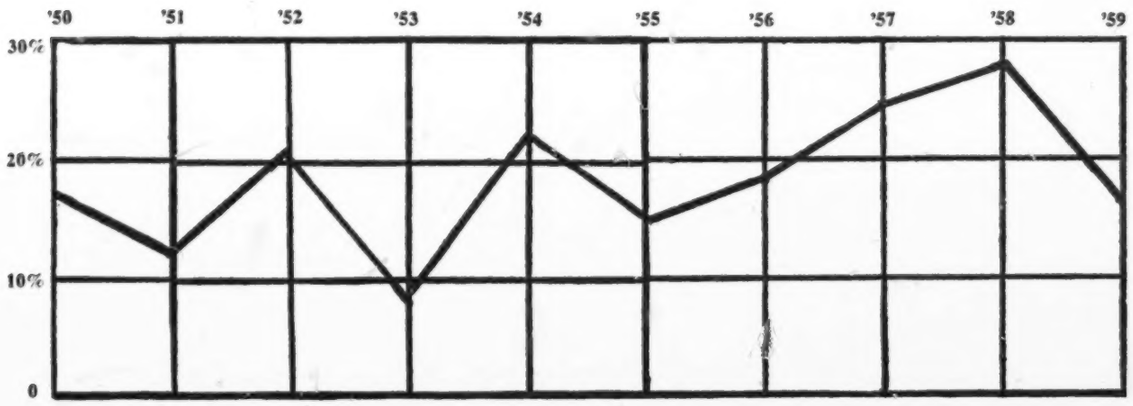
Withdrawals for marriage, not too surprisingly, tend to be higher among our graduates in coeducational institutions than in women's colleges. This trend is somewhat beyond our control. But the low academic drop-out rate seems to indicate that girls have transferred to colleges where their abilities have been best used—an important result of Pine Manor's counseling program. Although there is not room here to describe this program in detail, one of its major functions is that of helping a student choose the right college. The process is not always one of convincing a girl that an institution would be too hard for her—sometimes it is just the opposite. Suffice it to say that the decisions of a junior college senior are often more realistic and better considered than those of a high school senior.

THE PINE MANOR GRADUATE: As a Transfer to Specialized Study

Many girls who had doubted their ability to tackle four years of college found new motivation and decided to transfer after their two years here. Others preferred to start preparing immediately for a career. Since most fields require specialized training, which is not offered at Pine Manor, 18.5% of the graduates decided to study at a professional school for a year or more. Their liberal arts background usually helped them both in admission to these schools and in achievement while there. Part of Pine Manor's counseling program has involved identifying this type of student and helping her to find the institution that could best meet her needs.

The percentage of graduates entering professional institutions from 1950 through 1959 is shown in Table III, followed by a list of the fields in which they pursued their study. Girls attending degree-granting specialized schools are not included in these statistics.

TABLE III—PERCENTAGE OF TRANSFERS TO PROFESSIONAL INSTITUTIONS



Types of Specialized Training Entered by Pine Manor Graduates, 1950-1959

Secretarial	85	Modeling	4
Art and Design	17	Medical Technology	2
Fashion	11	Music	2
Nursing	8	Drama	1
Nursery School Teaching	8		—
Interior Design	5	Total	143

THE PINE MANOR GRADUATE: As a Terminal Student

One Pine Manor graduate in five decided that two years of higher education was all that she wanted. Had such a student started at a senior college, she would have left without graduating. By attending a junior college, she had the satisfaction of completing a well-balanced two-year unit in the liberal arts as a background and a stimulus for effective living. Although exact figures are not available, many terminal students married immediately; others obtained jobs for which specialized training was not required.

THE PINE MANOR GRADUATE: In Conclusion

Liberal education for women on the junior college level works. It works because it is not a "package"; it is not presented to the student as an end in itself. It is, perhaps, ironic that the junior college, an institution which sometimes began as a "finishing" school, should now find a new and more rewarding function as a "beginning" one.

If Pine Manor has a role in the field of higher education for women, we hope that it will be evident from the facts presented here. Only in terms of such results do phrases of purpose become real.